

ARDEN ELEMENTARY

1300 Ashley Street
Columbia, S. C. 29203

GRADES K-5 Elementary School

ENROLLMENT 354 Students

PRINCIPAL Dr. Eugene George 803-735-3400

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	13	61	49	3

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Good	Yes

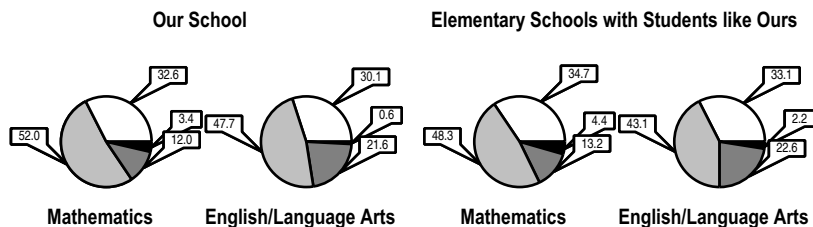
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	197	98.5	28.7	49.4	21.3	0.6	33.1	Yes	Yes
Gender									
Male	101	99.0	32.3	47.3	19.4	1.1	30.1		
Female	96	97.9	24.7	51.8	23.5	0.0	36.5		
Racial/Ethnic Group									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	169	99.4	28.2	48.1	23.1	0.6	34.0	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	24	91.7	35.0	55.0	10.0	0.0	30.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	174	98.3	25.8	50.3	23.2	0.6	36.8		
Disabled	23	100.0	47.8	43.5	8.7	0.0	8.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	197	98.5	28.7	49.4	21.3	0.6	33.1		
English Proficiency									
Limited English Proficient	15	100.0	53.8	38.5	7.7	0.0	7.7	I/S	I/S
Non-Limited English Proficient	182	98.4	26.7	50.3	22.4	0.6	35.2		
Socio-Economic Status									
Subsidized meals	169	98.2	31.1	49.7	18.5	0.7	31.1	Yes	Yes
Full-pay meals	28	100.0	14.8	48.1	37.0	0.0	44.4		

Mathematics - State Performance Objective = 15.5%									
All Students	197	100.0	32.4	52.5	11.7	3.4	27.4	Yes	Yes
Gender									
Male	101	100.0	30.1	52.7	11.8	5.4	29.0		
Female	96	100.0	34.9	52.3	11.6	1.2	25.6		
Racial/Ethnic Group									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	169	100.0	31.8	52.9	12.1	3.2	26.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	24	100.0	40.0	50.0	5.0	5.0	30.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	174	100.0	30.8	53.2	12.2	3.8	29.5		
Disabled	23	100.0	43.5	47.8	8.7	0.0	13.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	197	100.0	32.4	52.5	11.7	3.4	27.4		
English Proficiency									
Limited English Proficient	15	100.0	53.8	46.2	0.0	0.0	15.4	I/S	I/S
Non-Limited English Proficient	182	100.0	30.7	53.0	12.7	3.6	28.3		
Socio-Economic Status									
Subsidized meals	169	100.0	32.9	52.0	11.2	3.9	27.6	Yes	Yes
Full-pay meals	28	100.0	29.6	55.6	14.8	0.0	25.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	64	100.0	32.7	30.9	36.4	N/A	36.4
	Grade 4	64	100.0	30.0	56.7	13.3	N/A	13.3
	Grade 5	72	100.0	50.0	45.0	5.0	N/A	5.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	64	98.4	21.8	43.6	32.7	1.8	34.5
	Grade 4	68	100.0	29.4	48.5	22.1	N/A	22.1
	Grade 5	65	96.9	37.1	51.6	11.3	N/A	11.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	64	100.0	32.7	58.2	9.1	N/A	9.1
	Grade 4	64	100.0	31.7	53.3	13.3	1.7	15.0
	Grade 5	72	100.0	43.3	43.3	13.3	N/A	13.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	64	100.0	30.9	58.2	10.9	N/A	10.9
	Grade 4	68	100.0	26.5	50.0	16.2	7.4	23.5
	Grade 5	65	100.0	39.1	53.1	6.3	1.6	7.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 354)				
First graders who attended full-day kindergarten	98.0%	N/C	100.0%	100.0%
Retention rate	4.3%	Up from 3.9%	3.6%	2.7%
Attendance rate	97.0%	Up from 95.7%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.0%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.5%		5.6%	3.5%
Eligible for gifted and talented	4.7%	Down from 6.6%	5.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.3%	Up from 4.9%	8.0%	8.2%
Older than usual for grade	1.1%	Down from 1.6%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.8%	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	53.3%	Down from 71.4%	48.3%	51.4%
Continuing contract teachers	80.0%	Down from 92.9%	80.0%	87.5%
Highly qualified teachers**	92.6%	N/A	93.1%	95.0%
Teachers with emergency or provisional certificates	14.3%		3.3%	0.0%
Teachers returning from previous year	90.1%	Up from 83.2%	82.9%	86.7%
Teacher attendance rate	93.5%	Down from 94.0%	94.7%	94.9%
Average teacher salary	\$42,512	Up 0.3%	\$39,340	\$40,760
Prof. development days/teacher	6.4 days	Down from 11.5 days	13.4 days	12.4 days

School

Principal's years at school	5.0	No change	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.6 to 1	17.2 to 1	18.9 to 1
Prime instructional time	89.6%	Up from 87.9%	88.9%	90.0%
Dollars spent per pupil*	\$6,135	Down 11.5%	\$6,928	\$6,044
Percent of expenditures for teacher salaries*	73.4%	Down from 74.2%	63.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 20.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Arden Elementary made significant progress during the 2003-04 school year. Again, we had several faculty and staff to receive recognition and rewards. Many students received awards for accomplishments in the arts. For example, for the first time in several years we had several winners in the Richland County School District One Elementary Visual Arts Exhibit Contest. One of our students received recognition for his work in The National School Traffic Safety Poster Program Contest. Arden students took three of the awards in the Fair Housing Poster Contest.

During the course of the year, all teachers were trained in the Math Solutions and we had follow-up training related to Fred Jones' Tools for Teaching, a classroom management and motivational program. Teachers continued to lead the discussions and review of Tools for Teaching procedures. We continued staff development in which we learned and implemented Principles of Learning.

Arden Elementary completed and intensive self-study for continued Southern Association of Colleges and Schools (SACS) accreditation during the 2002-03 school year. The results showed a need to concentrate on problem solving in mathematics, cooperative learning, and involvement of parent in the schooling of their children. The current school year was used to implement and evaluate strategies and activities that were planned. A significant number of activities were professional development in the areas of cooperative learning and math problem solving.

Our student body has become more diverse each of the last two school years. As a result, English is not the native language of more than 10% of our population. Our first challenge was to ensure that we develop a school climate in which all students felt safe, secure, and eager to learn. Second, we increased the number of Spanish speaking staff. Finally, we implemented an award winning tutoring program to help students that struggled because of their inability to speak fluent English.

Because the active involvement of parents is so crucial to our success, we planned to assign to a member of our staff the responsibility of coordinating and intensifying our activities to involve parents. While this did not happen last year, we are committed to finding funds to make this a reality this year.

Eugene George, Principal, Arden Elementary

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	54	22
Percent satisfied with learning environment	86.7%	77.8%	86.4%
Percent satisfied with social and physical environment	86.7%	84.9%	81.0%
Percent satisfied with home-school relations	51.7%	80.8%	52.4%

*Only students at the highest elementary school grade level at this school and their parents were included.